



Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Laura Terrill

Are thematic units more work?

YES, **initially**.

Consider the following:

- ✓ Pacing "time" issues are minimized, topics are developed more fully
- ✓ There is less need for review
- ✓ Grammar is truly recycled, no more 1 chapter treatment of a topic
- ✓ No need to redo curriculum every (7) years when new textbook is adopted, textbook is tool
- ✓ Focus truly shifts to what students can do with language

Laura Terrill

How many units a year?

Consider:

- ✓ the need for lots of comprehensible input from multiple authentic sources
- ✓ the need for time to internalize new vocabulary and structures
- ✓ the need to develop all 3 modes of communication
- ✓ the fact that each unit's performance assessment includes all three modes of communication
- ✓ your school calendar

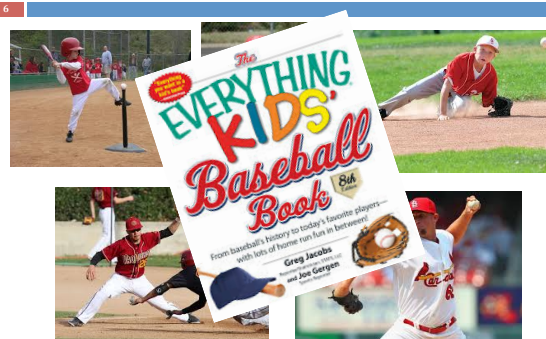
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Use of target language and comprehensible input



<http://www.flickr.com/photos/dlaidid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

Learning a language is like learning.....



Laura Terrill

Using the target language



May I speak English?

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General Features of Useful Input

Input must be **COMPREHENSIBLE**.

Learners must understand most of what the speaker is saying for language learning to occur.

Input must be **MEANING BEARING**.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

Comprehensible Input?

"A related observation about the F distribution is that it is positively skewed, not symmetric as are z and t. This is because F is always positive: It is the ratio of variances, both of which are positive, so F itself must be positive. There is no left-hand tail of F because the F distribution ends abruptly at 0."

Russell T. Hurlburt (2003). *Comprehending Behavioral Statistics*. Thomson: Australia, p. 336.

We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

Providing comprehensible input



What makes a book comprehensible to a 2-year old child in his first language?

Laura Terrill

Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012

Create a **CONTEXT** for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

Making Input Comprehensible

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers • Manipulatives 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
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Practice in target language; assess in English

Comment dit-on.....
How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?
What is the main idea?

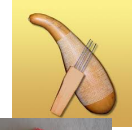
- a. **La différence entre les hommes et les femmes**
(difference between men and women)
- b. **Une comparaison entre les calories et l'activité**
(A comparison between calories and activity)
- c. **La nourriture qui est de mauvaise santé**
(food that is unhealthy)

Laura Terrill

Visualizing

18

claves
güiros
maracas
cuatros
vejigante masks
santos



Laura Terrill, Truman High School 2015

Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



Laura Terrill



Laura Terrill, NNELL, 2015

Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



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Selecting Authentic Text

Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Capturing Learner Interest

Lead with Culture

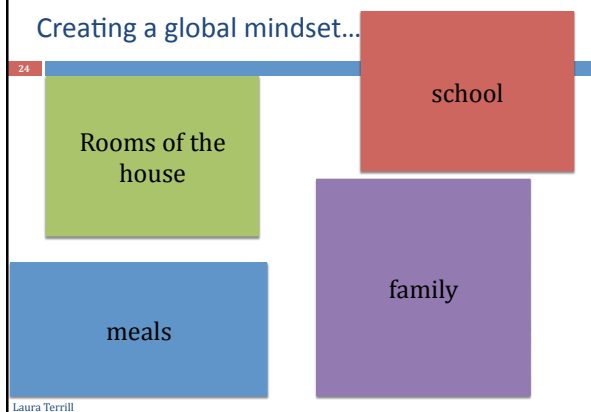
Ready to go to the beach for a day???

Authentic Text

- is written by native speakers for native speakers
- provides visual support
- is culturally rich
- provides models of correct language

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Creating a global mindset...



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Ouiiiin! Mais que se passe-t-il?



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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

Complex Thinking — Simple Language



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No soy un abrigo.

Helena Curtain

Tips for finding authentic text

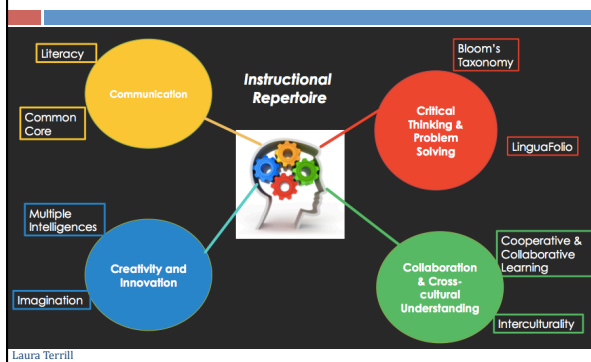
- ❑ Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- ❑ Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest.

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Planning for Instruction

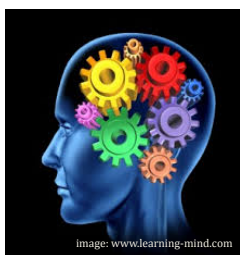


Teaching vs. Learning



Teaching is
what occurs
outside of the
head.

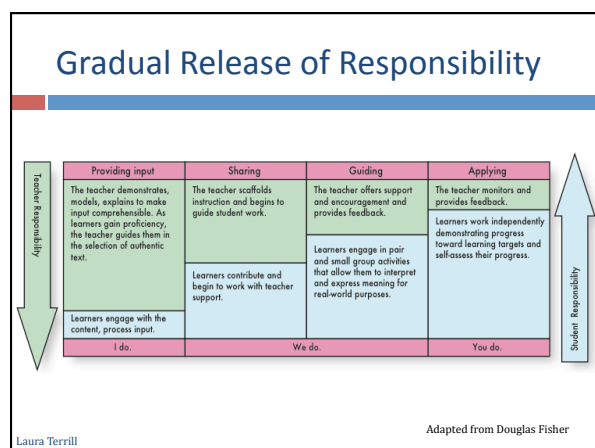
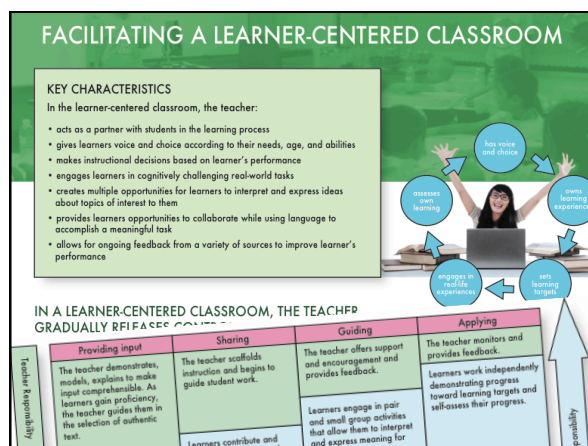
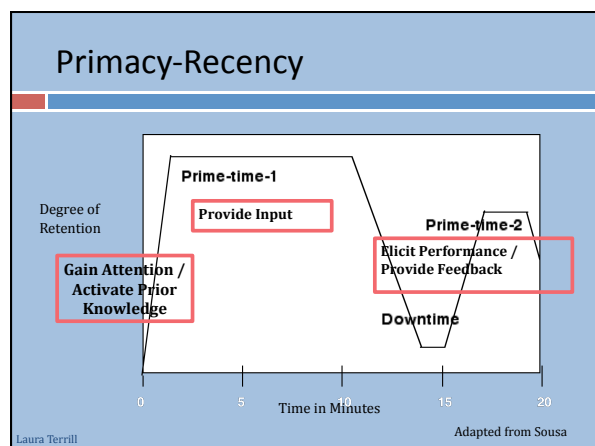
Teaching vs. Learning



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Lesson Design



Living in the City

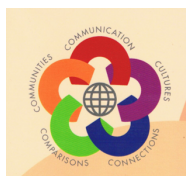
EQ: What is the ideal city?



Laura Terrill

Contemporary Life: City Life

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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Student Can-do's

I can	Yes	With some help	Not yet
Identify places in a city			
Explain what people do in various places or why they go there			
Locate a place in relation to other places			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit or where to go within a city			
Name public transportation; methods of getting from one place to another			
Make comparisons between cities in the US and cities abroad			

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Student Can-do's



Identify places
in a city



Ask for and
follow
directions
within a city



Describe
places in a
city



Express
preferences
with reasons
about what
cities to visit



Make
comparisons
between
cities in the
US and cities
in France



Identify
places in a
city

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Living in the City

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

Interpretive Mode
Students will identify
places in a city based on
written and/or oral
directions.

Interpretive Mode
Students will read
descriptions of various
cities and will demonstrate
comprehension of key
elements indicating what
they can see and do.

Interpretive Mode
Students will read tourist
information written for
people planning to visit the
city and use that
information to determine
where to go.

Communication - Collaboration - Creativity -
Critical Thinking

Presentational Mode
Your class is planning a trip
to (country). You need to
suggest a city to visit and
explain what there is to do
there and why it is
a good place to visit.

Interpersonal Mode
In small groups, review all
the suggestions of cities to
visit in (country). Select
three cities that you want to
visit, giving reasons for your
choices.

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Living in the City

What is the ideal city?



Interpersonal Mode

In pairs or small groups, review all
the suggestions of cities to visit in
(country). Select three cities that
you want to visit, giving reasons for
your choices.

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Vocabulary: Imagine the conversation.....

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city	
Comment est la ville?	What is the (city) like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Key Lesson Planning Question

45

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?

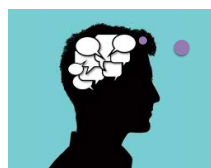


Laura Terrill, STARTALK 2015

Lesson Learning Target

46

Function(s): **Name** places in a city
Ask and answer questions indicating if there is or isn't (place) in a city



Hear the conversation you want students to have.

Laura Terrill, NNELL 2015

Learning Target – Name places that are found in and near cities



Hear the conversation you want students to have. Do not teach the conversation.

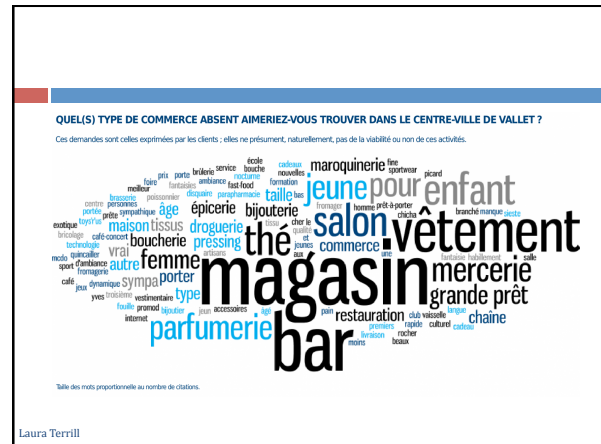
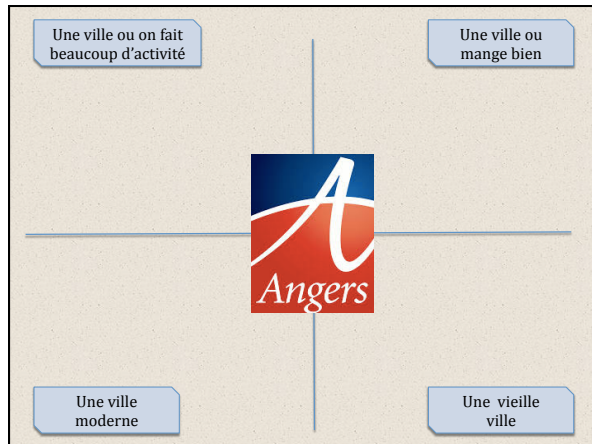
- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to the beach.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

Laura Terrill

Getting Started



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Working with video - vocabulary

- ❑ Show the video without images or show the video without sound.
- ❑ Ask students to list words and phrases they think they will hear based on the images
- ❑ Alternatively, show images and ask them to predict what the song is about based on the images.

Laura Terrill, SWCOLT 2015

Gain Attention/Input

Une journée à Angers



Students complete a graphic organizer as they watch the video a second time.

Laura Terrill

Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
voilà ce que je peux te dire..
Bis Clo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill

Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)

It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..) To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
this is what I can tell you ..

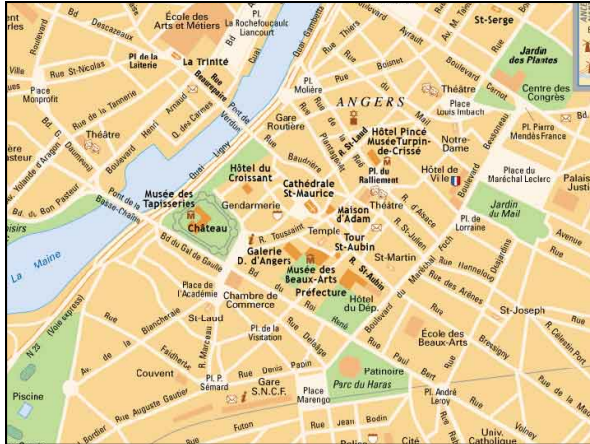
http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Quels restaurants y a-t-il à Angers?

What restaurants are in Angers?





Y a-t-il....? Oui, il y a **une** cathédrale.
Non, il n'y a pas **de** stade.

places in a city
There is or there isn't.....



une cathédrale

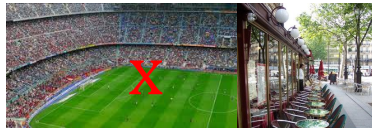


un stade

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Y a-t-il....? Oui, il y a **un/une** _____.
Non, il n'y a pas **de** _____.

Places in a city...
There is or there isn't.....



un château



un café

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Y a-t-il....? Oui, il y a **un/une** _____.
Non, il n'y a pas **de** _____.

Places in a city...
There is or there isn't.....



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Y a-t-il....? un? une? de? *Places in a city...
There is or there isn't.....*

61



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Y a-t-il....? un? une? de? *Places in a city...
There is or there isn't.....*

62



une gare

une plage

une piscine

un fleuve

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Ecrivez 3 lieux.

63

1. une

2.

3.

Y a-t-il (un stade)?
Oui, il y a un stade.
Non, il n'y a pas de stade.

une cathédrale
un stade
un château
un café
une gare
une plage
une piscine
un fleuve

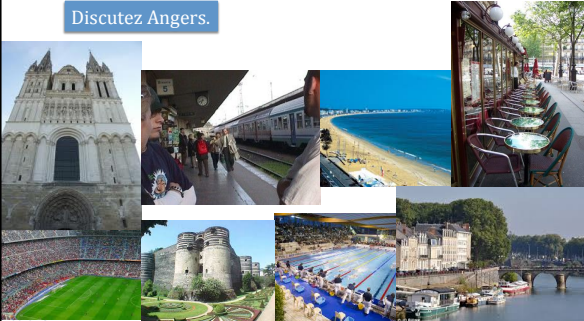
*Places in a city...
There is or there isn't.....*

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*Places in a city...
There is or there isn't.....*

64

Discutez Angers.



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Tu aimes Angers?

*Places in a city...
There is or there isn't.....*

65

☐ Oui, parce qu'il y a _____.

☐ Non, parce qu'il n'y a pas de _____.



Tu aimes Angers?

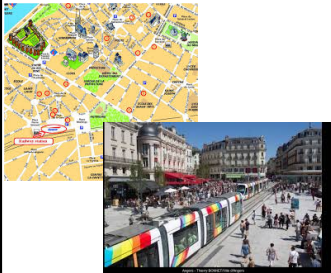
*Places in a city...
There is or there isn't.....*

66



Quick Write

Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?



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